

## Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

**Remember to think TPACK.**

*NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).*

Your Name	
What is the performance task for your unit?	Choose Your Own Adventure story.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	Twinery.
Lesson # in which students will create the performance task	Lesson #4

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/ reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
An outline/web/flowchart	<a href="http://www.eduplace.com/graphicorganizer/pdf/flow.pdf">http://www.eduplace.com/graphicorganizer/pdf/flow.pdf</a>	Using webs and diagramming the plot of short stories will already be covered in previous units. Students will have graphic organizers and will map out the plot of the story. These can be looked at to help students plot out their own storyline with different paths to take, since they are making a Choose Your Own Adventure story.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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Searching for pictures (if they want them)	<a href="http://copyblog.e.unimelb.edu.au/?p=1128">http://copyblog.e.unimelb.edu.au/?p=1128</a>	Going over copyright laws and licensing will be covered briefly. Students will practice finding a picture they would like to use in their story and we will make a citation together.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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Basic HTML	<a href="http://twinery.org/wiki/twine2:how_to_create_your_first_story">http://twinery.org/wiki/twine2:how_to_create_your_first_story</a>	When introducing the unit, we will go over how to make the passages connect and map them out by creating a story together.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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Saving things to desktop/hitting the publish button on lower left corner.	<a href="http://twinery.org/wiki/twine2:where_your_stories_are_saved">http://twinery.org/wiki/twine2:where_your_stories_are_saved</a>	We can practice doing this in class when I am showing off the program.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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Posting the link on a Wikispace	<a href="https://help.wikispaces.com/Privacy+and+Permissions">https://help.wikispaces.com/Privacy+and+Permissions</a>	We will go over this in class when introducing Twinery/making a Wikispaces account.